

Senate File 2284

H-8458

1 Amend Senate File 2284, as amended, passed, and
2 reprinted by the Senate, as follows:

3 1. By striking everything after the enacting clause
4 and inserting:

5 <DIVISION I

6 COMPETENCY-BASED INSTRUCTION

7 Section 1. Section 256.7, subsection 26, paragraph
8 a, Code Supplement 2011, is amended by adding the
9 following new subparagraph:

10 NEW SUBPARAGRAPH. (02) The rules shall allow a
11 school district or accredited nonpublic school to award
12 high school credit to a student upon the demonstration
13 of required competencies for a course or content area,
14 as approved by an appropriately licensed teacher. The
15 school district or accredited nonpublic school shall
16 determine the assessment methods by which a student
17 demonstrates sufficient evidence of the required
18 competencies.

19 Sec. 2. COMPETENCY-BASED INSTRUCTION TASK FORCE.

20 1. The superintendents of the school districts
21 that have been approved by the department of education
22 to implement competency-based instruction shall
23 appoint a task force to conduct a study regarding
24 competency-based instruction standards and options
25 and the integration of competency-based instruction
26 with the Iowa core curriculum, and to develop related
27 assessment models and professional development focused
28 on competency-based instruction.

29 2. At a minimum, the task force shall do all of the
30 following:

- 31 a. Redefine the Carnegie unit into competencies.
- 32 b. Construct personal learning plans and templates.
- 33 c. Develop student-centered accountability and
34 assessment models.
- 35 d. Empower learning through technology.
- 36 e. Develop supports and professional development
37 for educators to transition to a competency-based
38 system.

39 3. a. The task force shall be comprised of at
40 least sixteen members, nine of whom shall represent
41 education stakeholders and practitioners knowledgeable
42 about the Iowa core curriculum; one of whom shall be
43 the deputy director and administrator of the division
44 of learning and results of the department of education
45 or the deputy director's designee; one of whom shall
46 represent the area education agencies; one of whom
47 shall represent the Iowa state education association;
48 and four of whom shall represent the general assembly.

49 b. The four members of the general assembly
50 shall serve as ex officio, nonvoting members. One

1 representative shall be appointed by the speaker of
2 the house of representatives, one representative shall
3 be appointed by the minority leader of the house of
4 representatives, one senator shall be appointed by the
5 majority leader of the senate after consultation with
6 the president of the senate, and one senator shall be
7 appointed by the minority leader of the senate.

8 4. The person representing the area education
9 agency shall convene the initial meeting. The task
10 force shall elect one of its members as chairperson.
11 After the initial meeting, the task force shall
12 meet at the time and place specified by call of the
13 chairperson. The department of education shall provide
14 staffing services for the task force.

15 5. a. The task force shall submit a preliminary
16 report that includes but is not limited to its
17 findings and recommendations relating to subsection 2,
18 paragraphs "b", "d", and "e", by January 15, 2013.

19 b. The task force shall submit its plan, findings,
20 models, and recommendations in a final report to the
21 state board of education, the governor, and the general
22 assembly by November 15, 2013.

23 Sec. 3. EFFECTIVE UPON ENACTMENT. This division of
24 this Act, being deemed of immediate importance, takes
25 effect upon enactment.

26 DIVISION II

27 CORE CURRICULUM MATTERS

28 Sec. 4. Section 256.7, subsection 26, paragraph
29 a, Code Supplement 2011, is amended by adding the
30 following new subparagraph:

31 NEW SUBPARAGRAPH. (3) Notwithstanding any
32 provision to the contrary, an accredited nonpublic
33 school is not required to meet the core curriculum and
34 core content standards requirements of this chapter
35 that are in conflict with tenets and practices of
36 the bona fide religious institution in charge of the
37 school.

38 Sec. 5. Section 256.7, subsection 26, paragraph
39 a, Code Supplement 2011, is amended by adding the
40 following new subparagraph:

41 NEW SUBPARAGRAPH. (4) The provisions of section
42 256.18 shall be considered by the state board in
43 developing the core curriculum requirements.

44 Sec. 6. Section 256.9, Code Supplement 2011, is
45 amended by adding the following new subsections:

46 NEW SUBSECTION. 62. Appoint members to the core
47 curriculum framework and core content standards
48 advisory council established in section 256.41. The
49 director may establish objectives for the council in
50 accordance with section 256.41.

1 NEW SUBSECTION. 63. *a.* Create and disseminate
2 to school districts, charter schools, and accredited
3 nonpublic schools a model curriculum that is directly
4 tied to the goals, outcomes, and assessment strategies
5 identified in the core content standards. The model
6 curriculum shall identify a developmentally appropriate
7 scope and sequence of instruction applicable to
8 the core content standards, instructional material
9 resources, and teaching and assessment strategies.
10 The model curriculum shall provide guidance to school
11 districts and schools and expand on the core content
12 standards. The model curriculum shall be modified as
13 necessary to incorporate the core curriculum framework
14 developed pursuant to paragraph "b".

15 *b.* Develop by July 1, 2015, a core curriculum
16 framework aligned to the core curriculum standards
17 established pursuant to section 256.7, subsection 26.

18 Sec. 7. NEW SECTION. 256.27 Remediation council.

19 1. A remediation council is established consisting
20 of eight members appointed as follows:

21 *a.* One member representing the community colleges
22 appointed by the president of the Iowa association of
23 community college presidents.

24 *b.* One member representing the accredited private
25 institutions appointed by the president of the Iowa
26 association of independent colleges and universities.

27 *c.* One member representing the institutions of
28 higher education governed by the state board of regents
29 appointed by the president of the state board of
30 regents.

31 *d.* One member representing the practitioner
32 preparation programs at institutions of higher
33 education governed by the state board of regents
34 appointed by the president of the state board of
35 regents.

36 *e.* One member representing school districts
37 appointed by the president of the Iowa association of
38 school boards.

39 *f.* One member representing accredited nonpublic
40 schools appointed by the director of the department of
41 education.

42 *g.* One member representing the department of
43 education appointed by the director of the department
44 of education.

45 *h.* One member representing the area education
46 agencies appointed by the area education agency
47 administrators.

48 2. Council members shall serve three-year terms
49 beginning and ending as provided in section 69.19,
50 and appointments shall comply with sections 69.16 and

1 69.16A. Vacancies on the council shall be filled in
2 the same manner as the original appointment. A person
3 appointed to fill a vacancy shall serve only for the
4 unexpired portion of the term.

5 3. The member representing the department of
6 education shall convene the initial meeting. The
7 council shall elect one of its members as chairperson.
8 The council shall meet at least quarterly, and at any
9 time on the call of the chairperson.

10 4. a. The department shall provide staffing
11 services for the council.

12 b. Notwithstanding section 257.16, subsection 5,
13 the administrative costs of the council shall be paid
14 from the appropriation made pursuant to section 257.16,
15 subsection 5.

16 5. a. Prior to the initial meeting of the council,
17 the member representing the community colleges shall
18 convene a meeting of members appointed pursuant to
19 subsection 1, paragraphs "a" through "d" to define
20 "remediation" for purposes of the council and outline
21 the skills and expectations for postsecondary level
22 attendance. The definitions and outline shall be
23 distributed and discussed at the initial council
24 meeting.

25 b. The council shall identify measures to help
26 students transition from the secondary to the
27 postsecondary level, limit the cost of remediation,
28 define and standardize the skill sets that determine
29 the need for remediation, and create effective
30 partnerships between secondary schools and higher
31 education institutions. The council shall review
32 activities and services designed to align school
33 district curricula with core postsecondary level
34 requirements and decrease the need for remedial
35 coursework at the secondary school grade level through
36 grade sixteen. The council shall develop strategies to
37 strengthen grade nine through grade sixteen standards,
38 competencies, assessment systems, and the professional
39 development of teachers. For the fiscal year beginning
40 July 1, 2012, the council shall focus on mathematics
41 and English remediation measures.

42 6. The council shall submit its findings and
43 recommendations in a report to the state board
44 of education and the general assembly by November
45 15 annually. The state board and department of
46 education shall use the findings and recommendations to
47 strengthen the common core curriculum and core content
48 standards.

49 Sec. 8. Section 256.18, subsection 1, Code 2011, is
50 amended by adding the following new paragraph:

1 NEW PARAGRAPH. *Ob.* Implementation of the core
2 curriculum requirements established pursuant to
3 section 256.7, subsection 26, on-going professional
4 development, and assessment in the areas of student
5 performance and educator performance shall include high
6 expectations, fair and reliable measures of student
7 achievement and teacher performance, and building
8 capacities that address research-based and data-driven
9 intentional cultures of safety and engagement,
10 competencies for positive behaviors, competencies for
11 deeper learning, and college, career, and citizenship
12 readiness.

13 Sec. 9. NEW SECTION. 256.41 Core curriculum
14 framework and core content standards advisory council.

15 1. A core curriculum framework and core content
16 standards advisory council is established under the
17 department.

18 2. The advisory council shall consist of no less
19 than seven members appointed by the director in
20 accordance with sections 69.16, 69.16A, and 69.16C.

21 Members shall serve at the pleasure of the director.

22 3. The department is the primary agency responsible
23 for providing administrative personnel and services for
24 the advisory council.

25 4. Members shall elect a chair annually and other
26 officers as the members determine. Members shall
27 establish rules of procedure for the advisory council.

28 5. The advisory council shall meet at least
29 quarterly and at the call of the chair.

30 6. Members of the advisory council shall serve
31 without compensation but may be reimbursed for actual
32 expenses incurred in the performance of their duties.

33 7. The advisory council shall review the core
34 curriculum, the core content standards, and the
35 model curriculum adopted pursuant to section 256.7,
36 subsections 26, 28, and 63 upon request of the director
37 and make recommendations to the director regarding a
38 core curriculum framework and any necessary changes
39 to the core curriculum content standards and model
40 curriculum. In making recommendations, the advisory
41 council shall seek to further the goals of the core
42 content standards and any objectives established by the
43 director.

44 Sec. 10. DEPARTMENT OF EDUCATION — CORE CURRICULUM
45 STUDY. The department of education shall conduct a
46 study of the core curriculum and the core content
47 standards and the skills necessary to prepare students
48 for the future. The department shall develop a plan
49 for meeting the global education needs of students in
50 kindergarten through grade twelve that, at a minimum,

1 determines how to incorporate content areas that
2 include but are not limited to fine arts, applied arts,
3 humanities, physical education, and world languages
4 into the core curriculum. The department shall submit
5 its findings and recommendations in a report to the
6 general assembly by November 15, 2012.

7 DIVISION III

8 TEACHER AND ADMINISTRATOR PERFORMANCE

9 Sec. 11. Section 256.7, Code Supplement 2011, is
10 amended by adding the following new subsection:

11 NEW SUBSECTION. 31. *a.* By January 1, 2013, adopt
12 rules establishing Iowa teaching standards that are
13 aligned with best practices and nationally accepted
14 standards.

15 *b.* By July 1, 2013, adopt by rule statewide
16 teacher evaluation system and statewide administrator
17 evaluation system pilot programs which shall be
18 implemented during the 2013-2014 school year. This
19 paragraph is repealed July 1, 2015.

20 Sec. 12. Section 256.9, Code Supplement 2011, is
21 amended by adding the following new subsection:

22 NEW SUBSECTION. 64. *a.* Develop a statewide
23 teacher evaluation system and a statewide administrator
24 evaluation system that school districts, charter
25 schools, and accredited nonpublic schools shall use
26 to standardize the instruments and processes used
27 to evaluate teachers and administrators throughout
28 the state. However, a charter school or accredited
29 nonpublic school may develop and submit to the
30 department for approval an alternative teacher
31 evaluation system that meets local and state
32 educational goals. Upon receiving approval from the
33 department, the charter school or accredited nonpublic
34 school may adopt and implement the approved alternative
35 teacher evaluation system in lieu of the statewide
36 teacher evaluation system.

37 *b.* The components of the statewide teacher
38 evaluation system shall include but not be limited to
39 the following:

40 (1) Direct observation of classroom teaching
41 behaviors.

42 (2) Strong consideration of student outcome
43 measures, when available for tested subjects and
44 grades, to validate direct observation of classroom
45 teaching behaviors.

46 (3) Integration of the Iowa teaching standards.

47 (4) System applicability to teachers in all content
48 areas taught in a school.

49 Sec. 13. Section 284.3, Code 2011, is amended by
50 adding the following new subsection:

1 NEW SUBSECTION. 4. This section is repealed July
2 1, 2013.

3 Sec. 14. Section 284.4, subsection 1, paragraph e,
4 Code 2011, is amended to read as follows:

5 e. (1) Adopt a teacher evaluation plan that, at
6 minimum, requires ~~a~~ an annual performance review of
7 teachers in the district ~~at least once every three~~
8 ~~years~~ based upon the Iowa teaching standards and
9 individual professional development plans in accordance
10 with section 284.8, and requires administrators to
11 complete evaluator training in accordance with section
12 284.10.

13 (2) Adopt, by July 1, 2013, the statewide teacher
14 evaluation system developed pursuant to section 256.9,
15 subsection 64. However, the school district may
16 develop and submit to the department for approval an
17 alternative teacher evaluation system that meets local
18 and state educational goals. In lieu of the statewide
19 teacher evaluation system, the school district may
20 adopt and implement the alternative teacher evaluation
21 system upon receiving approval from the department.

22 Sec. 15. Section 284.8, subsections 1 and 2, Code
23 2011, are amended to read as follows:

24 1. A school district shall provide for an annual
25 review a of each teacher's performance at least
26 ~~once every three years~~ for purposes of assisting
27 teachers in making continuous improvement, documenting
28 continued competence in the Iowa teaching standards,
29 identifying teachers in need of improvement, or
30 to determine whether the teacher's practice meets
31 school district expectations for career advancement
32 in accordance with section 284.7. The review shall
33 be conducted by at least one evaluator certified in
34 accordance with section 284.10, and shall include, at
35 minimum, classroom observation of the teacher, the
36 teacher's progress, and implementation of the teacher's
37 individual professional development plan, subject
38 to the level of resources provided to implement the
39 plan; and shall include supporting documentation from
40 parents, students, and other teachers.

41 2. If, as a result of a review conducted pursuant
42 to subsection 1, a supervisor or an evaluator
43 ~~determines, at any time, as a result of a teacher's~~
44 ~~performance that the~~ a teacher is not meeting district
45 expectations under the Iowa teaching standards
46 ~~specified in section 284.3, subsection 1, paragraphs~~
47 ~~"a" through "h" established by the state board by rule,~~
48 the criteria for the Iowa teaching standards developed
49 by the department in accordance with section 256.9,
50 subsection 46, and any other standards or criteria

1 established in the collective bargaining agreement,
2 the evaluator shall, at the direction of the teacher's
3 supervisor, recommend to the district that the teacher
4 participate in an intensive assistance program. The
5 intensive assistance program and its implementation
6 are subject to negotiation and grievance procedures
7 established pursuant to chapter 20. All school
8 districts shall be prepared to offer an intensive
9 assistance program.

10 Sec. 16. Section 284A.7, Code 2011, is amended to
11 read as follows:

12 **284A.7 Evaluation requirements for administrators.**

13 1. A school district shall conduct an annual
14 evaluation of an administrator who holds a professional
15 administrator license issued under chapter 272 at
16 least once every three years for purposes of assisting
17 the administrator in making continuous improvement,
18 documenting continued competence in the Iowa standards
19 for school administrators adopted pursuant to section
20 256.7, subsection 27, or to determine whether the
21 administrator's practice meets school district
22 expectations. The review shall include, at a minimum,
23 an assessment of the administrator's competence in
24 meeting the Iowa standards for school administrators
25 and the goals of the administrator's individual
26 professional development plan, including supporting
27 documentation or artifacts aligned to the Iowa
28 standards for school administrators and the individual
29 administrator's professional development plan.

30 2. Adopt the statewide administrator evaluation
31 system developed pursuant to section 256.9, subsection
32 64. However, the school district may develop and
33 submit to the department for approval an alternative
34 administrator evaluation system that meets local and
35 state educational goals. In lieu of the statewide
36 administrator evaluation system, the school district
37 may adopt and implement the alternative administrator
38 evaluation system upon receiving approval from the
39 department.

40 Sec. 17. STATEWIDE EDUCATOR EVALUATION SYSTEM
41 TASK FORCE. The director of the department of
42 education shall appoint, and provide staffing services
43 for, a task force to conduct a study regarding a
44 statewide teacher evaluation system and a statewide
45 administrator evaluation system. The study of a
46 statewide teacher evaluation system shall include a
47 review of student outcome measures described in section
48 256.9, subsection 64, paragraph "b", subparagraph
49 (2). To the extent possible, appointments shall be
50 made to provide geographical area representation and

1 to comply with sections 69.16, 69.16A, and 69.16C.
2 The task force, at a minimum, shall include in its
3 recommendations and proposal a tiered evaluation
4 system that differentiates ineffective, minimally
5 effective, effective, and highly effective performance
6 by teachers and administrators. The task force shall
7 submit its findings, recommendations, and a proposal
8 for each system to the state board of education and
9 the general assembly by October 15, 2012. By November
10 26, 2012, the department of education shall submit a
11 departmental bill drafting request to the legislative
12 services agency in bill draft format making specific
13 and detailed proposed amendments to the Code of
14 Iowa necessary to advance the proposed task force
15 recommendations as approved by the state board of
16 education.

17 Sec. 18. TEACHER PERFORMANCE, COMPENSATION, AND
18 CAREER DEVELOPMENT TASK FORCE.

19 1. The director of the department of education
20 shall appoint, and provide staffing services for,
21 a teacher performance, compensation, and career
22 development task force to develop recommendations
23 for a new teacher compensation system to replace the
24 current teacher compensation system which addresses, at
25 a minimum, the following:

26 a. The duties and responsibilities of apprentice,
27 career, mentor, and master teachers.

28 b. Utilizing retired teachers as mentors.

29 c. Strategic and meaningful uses of finite
30 resources and the realignment of resources currently
31 available.

32 d. Mechanisms to substantially increase the average
33 salary of teachers who assume leadership roles within
34 the profession.

35 e. Standardizing implementation of task force
36 recommendations in all of Iowa's school districts and
37 public charter schools.

38 2. The director of the department of education
39 shall appoint and provide staffing services for a task
40 force whose members shall represent teachers, parents,
41 school administrators, and business and community
42 leaders. Insofar as practicable, appointments shall be
43 made to provide geographical area representation and to
44 comply with sections 69.16, 69.16A, and 69.16C.

45 3. The state board of education shall consider the
46 findings and recommendations of the task force when
47 adopting rules establishing Iowa teaching standards
48 pursuant to this Act.

49 4. The task force shall submit its findings and
50 recommendations in a report to the state board of

1 education, the governor, and the general assembly by
2 October 15, 2012.

3 Sec. 19. REPEAL. Section 284.14A, Code 2011, is
4 repealed.

5 Sec. 20. EFFECTIVE UPON ENACTMENT. The sections of
6 this division of this Act providing for the appointment
7 of the statewide educator evaluation system task
8 force and the appointment of the teacher performance,
9 compensation, and career development task force,
10 being deemed of immediate importance, take effect upon
11 enactment.

12 Sec. 21. FUTURE CONTINGENT REPEAL AND USE OF
13 EVALUATION SYSTEMS.

14 1. Section 256.7, subsection 31, and section 256.9,
15 subsection 64, as enacted in this division of this Act,
16 are repealed effective July 1, 2013, if the general
17 assembly fails to enact legislation during the 2013
18 Regular Session of the Eighty-fifth General Assembly
19 advancing the proposed statewide evaluator evaluation
20 system task force recommendations, as approved by the
21 state board of education, relating to the establishment
22 of a statewide teacher evaluation system and a
23 statewide administrator evaluation system.

24 2. Notwithstanding the sections of this division of
25 this Act amending sections 284.3, 284.8, and 284A.7,
26 if the general assembly fails to enact legislation
27 during the 2013 Regular Session of the Eighty-fifth
28 General Assembly advancing the proposed statewide
29 evaluator evaluation system task force recommendations,
30 as approved by the state board of education, relating
31 to the establishment of a statewide teacher evaluation
32 system and a statewide administrator evaluation
33 system, effective July 1, 2013, all school districts
34 shall continue to use the teacher and administrator
35 evaluation systems in place on June 30, 2013.

36 DIVISION IV

37 ONLINE LEARNING

38 Sec. 22. Section 256.7, subsection 8, Code
39 Supplement 2011, is amended by striking the subsection
40 and inserting in lieu thereof the following:

41 8. Adopt rules providing for the establishment of
42 an online learning program model.

43 a. The rules shall limit the statewide enrollment
44 of pupils in educational instruction and course content
45 that is delivered primarily over the internet to not
46 more than eighteen one-hundredths of one percent of the
47 statewide enrollment of all pupils, and shall limit
48 the number of pupils participating in open enrollment
49 for purposes of receiving educational instruction
50 and course content that is delivered primarily over

1 the internet to no more than one percent of a sending
2 district's enrollment.

3 *b.* For purposes of this section and sections
4 256.9 and 256.27, "online learning" means educational
5 instruction and content which is delivered primarily
6 over the internet. "Online learning" does not include
7 printed-based correspondence education, broadcast
8 television or radio, videocassettes, or stand-alone
9 educational software programs that do not have a
10 significant internet-based instructional component.

11 Sec. 23. Section 256.9, Code Supplement 2011, is
12 amended by adding the following new subsection:

13 NEW SUBSECTION. 65. *a.* Develop and establish an
14 online learning program model in accordance with rules
15 adopted pursuant to section 256.7, subsection 8.

16 *b.* Grant a waiver to school districts, charter
17 schools, and accredited nonpublic schools that
18 implement an online learning program aligned with the
19 program model developed and established pursuant to
20 this subsection. A school district or school seeking a
21 waiver pursuant to this paragraph shall submit a plan
22 for an online learning program to the director for
23 approval. A school district or school whose online
24 learning program plan is approved by the director may
25 be granted a waiver only for purposes of implementing
26 the approved online learning program. The standards
27 that may be waived pursuant to this paragraph are as
28 follows:

29 (1) The minimum number of instructional days
30 required pursuant to section 279.10, subsection
31 1, and the minimum number of instructional hours
32 required pursuant to section 256.7, subsection 19.
33 Notwithstanding any provision to the contrary, the
34 waiver may exempt school districts and schools from
35 any statutory requirement that students be physically
36 present in a school building and under the guidance and
37 instruction of the instructional professional staff
38 employed by the school district or the school except as
39 necessary under the rules adopted pursuant to section
40 256.7, subsection 8.

41 (2) Any statutory requirement that a subject being
42 studied by a student enrolled in an approved online
43 learning program be a subject that is offered and
44 taught by the professional staff of the school district
45 or school.

46 *c.* Require that the school district or school
47 granted a waiver pursuant to paragraph "b" implement
48 and incorporate into its comprehensive school
49 improvement plan required under section 256.7,
50 subsection 21, accountability measures designed to

1 demonstrate that academic credit is awarded based
2 upon successful completion of content or achievement
3 of competencies by students enrolled in the approved
4 online learning program.

5 *d.* Establish criteria for school districts or
6 schools to use when choosing providers of online
7 learning to meet the online learning program
8 requirements specified in rules adopted pursuant to
9 section 256.7, subsection 8.

10 Sec. 24. NEW SECTION. **256.27 Online learning**
11 **program model.**

12 1. *Online learning program model established.* The
13 director, pursuant to section 256.9, subsection 65,
14 shall establish an online learning program model that
15 provides for the following:

16 *a.* Online access to high-quality content,
17 instructional materials, and blended learning.

18 *b.* Coursework customized to the needs of the
19 student using online content.

20 *c.* A means for a student to demonstrate competency
21 in completed online coursework.

22 *d.* High-quality online instruction taught by
23 appropriately licensed teachers.

24 *e.* Online content and instruction evaluated on the
25 basis of student learning outcomes.

26 *f.* Use of funds available for online learning for
27 program development, implementation, and innovation.

28 *g.* Infrastructure that supports online learning.

29 *h.* Online administration of online course
30 assessments.

31 2. *Online learning program waiver application.* A
32 school district, charter school, or accredited
33 nonpublic school may apply to the department for a
34 waiver to implement an online learning program pursuant
35 to section 256.9, subsection 65.

36 3. *Private providers.* At the discretion of
37 the school board or authorities in charge of an
38 accredited nonpublic school, after consideration
39 of circumstances created by necessity, convenience,
40 and cost-effectiveness, courses developed by private
41 providers may be utilized by the school district or
42 school in implementing a high-quality online learning
43 program. Courses obtained from private providers shall
44 be taught by teachers licensed under this chapter.

45 4. *Grading.* Grades in online courses shall be
46 based, at a minimum, on whether a student mastered the
47 subject, demonstrated competency, and met the standards
48 established by the school district. Grades shall be
49 conferred by appropriately licensed teachers only.

50 5. *Accreditation criteria.* All online courses and

1 programs shall meet existing accreditation standards.

2 Sec. 25. NEW SECTION. 256.28 Iowa learning online
3 initiative.

4 1. An Iowa learning online initiative is
5 established within the department of education to
6 partner with school districts and accredited nonpublic
7 schools to provide distance education to high school
8 students statewide. The department shall utilize
9 a variety of content repositories, including those
10 maintained by the area education agencies and the
11 public broadcasting division, in administering the
12 initiative.

13 2. Coursework offered under the initiative shall
14 meet the requirements of section 256.7, subsections
15 7, 8, and 9, and shall be taught by an appropriately
16 licensed teacher who has completed an online-learning
17 -for-Iowa-educators-professional-development project
18 offered by area education agencies, a teacher
19 preservice program, or comparable coursework.

20 3. Under the initiative, students must be enrolled
21 in a participating school district or school, which
22 is responsible for recording grades received for
23 initiative coursework in a student's permanent record,
24 awarding high school credit for initiative coursework,
25 and issuing high school diplomas to students enrolled
26 in the district or school who participate and complete
27 coursework under the initiative. Each participating
28 school district or school shall identify a site
29 coordinator to serve as a student advocate and as a
30 liaison between the initiative staff and teachers and
31 the school district or school.

32 4. Coursework offered under the initiative shall
33 be rigorous and high quality, and the department
34 shall annually evaluate the quality of the courses,
35 ensure that coursework is aligned with the state's
36 core curriculum and core content requirements and
37 standards, as well as national standards of quality for
38 online courses issued by an internationally recognized
39 association for kindergarten through grade twelve
40 online learning.

41 5. The department may waive any requirement that a
42 subject being studied under the initiative by a student
43 enrolled in a school district or school participating
44 in the initiative be a subject that is offered and
45 taught by the professional staff of the participating
46 school district or school.

47 Sec. 26. Section 256.33, subsection 1, Code 2011,
48 is amended to read as follows:

49 1. The department shall consort with school
50 districts, area education agencies, community colleges,

1 and colleges and universities ~~to provide assistance~~
2 ~~to them~~ in the use of educational technology for
3 instruction purposes. The department shall consult
4 with the advisory committee on telecommunications,
5 established in section 256.7, subsection 7, and other
6 users of educational technology on the development
7 and operation of programs under this section, section
8 256.9, subsection 65, and section 256.27.

9 DIVISION V

10 CLASS SHARING AGREEMENTS

11 Sec. 27. Section 257.11, subsection 3, Code 2011,
12 is amended by adding the following new paragraph:

13 NEW PARAGRAPH. c. A school district that
14 collaborates with a community college to provide a
15 college-level class that uses an activities-based,
16 project-based, and problem-based learning approach and
17 that is offered through a partnership with a nationally
18 recognized provider of rigorous and innovative science,
19 technology, engineering, and mathematics curriculum
20 for schools, which provider is exempt from taxation
21 under section 501(c)(3) of the Internal Revenue Code,
22 is eligible to receive additional weighting under a
23 supplementary weighting plan adopted pursuant to this
24 subsection.

25 Sec. 28. Section 257.11, subsection 7, Code 2011,
26 is amended to read as follows:

27 7. ~~Shared classes delivered over the Iowa~~
28 ~~communications network.~~

29 a. A school district that provides a virtual class
30 to a pupil in another school district and the school
31 district receiving that virtual class for a pupil shall
32 each receive a supplemental weighting of one-twentieth
33 of the percentage of the pupil's school day during
34 which the pupil attends the virtual class.

35 b. Fifty percent of the funding the school district
36 providing the virtual class receives as a result of
37 this subsection shall be reserved as additional pay for
38 the virtual classroom instructor. If an instructor's
39 contract provides additional pay for teaching a virtual
40 class, the instructor shall receive the greater amount
41 of either the amount provided for in this paragraph or
42 the amount provided for in the instructor's contract.

43 c. A school district receiving a virtual class for
44 a pupil from a community college, which class meets
45 the sharing agreement requirements in subsection 3,
46 shall receive a supplemental funding weighting of
47 one-twentieth of the percentage of the pupil's school
48 day during which the pupil attends the virtual class.

49 d. For the purposes of this subsection, "virtual
50 class" means either any of the following:

1 (1) A class provided by a school district to
2 a pupil in another school district via the Iowa
3 communications network's video services.

4 (2) A class provided by a community college to a
5 pupil in a school district via the Iowa communications
6 network's video services.

7 (3) An advanced placement course provided to a
8 pupil in a school district under an agreement with
9 the Iowa online advanced placement academy science,
10 technology, engineering, and mathematics initiative
11 under section 263.8A, subsection 2.

12 (4) A course provided by the Iowa learning online
13 initiative of the department of education to a pupil
14 in a school district under an agreement with the
15 department.

16 Sec. 29. Section 261E.8, Code Supplement 2011, is
17 amended by adding the following new subsection:

18 NEW SUBSECTION. 6A. A student enrolled in a
19 career and technical course made available pursuant
20 to subsection 1 is exempt from the proficiency
21 requirements of section 261E.3, subsection 1,
22 paragraph "e". However, a community college may
23 require a student who applies for enrollment under a
24 district-to-community college sharing or concurrent
25 enrollment program to complete an initial assessment
26 administered by the community college receiving the
27 application to determine the applicant's readiness to
28 enroll in career and technical coursework, and the
29 community college may deny the enrollment.

30 DIVISION VI

31 SCHOOL INSTRUCTIONAL TIME

32 Sec. 30. SCHOOL INSTRUCTIONAL TIME TASK FORCE.

33 1. The director of the department of education
34 shall appoint a school instructional time task force
35 comprised of at least seven members to conduct a study
36 regarding the minimum requirements of the school day
37 and the school year. The study shall include but not
38 be limited to an examination of the following:

39 a. Whether the minimum length of an instructional
40 day should be extended and, if so, whether the
41 instructional day should be extended for all students
42 or for specific groups of students.

43 b. Whether the minimum number of instructional days
44 or hours in a school year should be increased and, if
45 so, whether the minimum number of days or hours in a
46 school year should be increased for all students or for
47 specific groups of students.

48 c. Whether the minimum number of instructional days
49 or hours should be rearranged to result in a shorter
50 summer break, with other days or weeks off throughout

1 the school year.

2 d. Whether the minimum school year should be
3 defined by a number of days or by a number of
4 instructional hours.

5 e. Whether there should be a uniform, statewide
6 start date for the school year that can only be
7 waived for the purpose of implementing an innovative
8 educational program.

9 f. Whether resources necessary to extend the
10 minimum length of an instructional day or the minimum
11 length of a school year are justified when compared to
12 competing education priorities.

13 2. The appointment of members to the task force
14 shall be made in a manner which provides geographical
15 area representation and complies with sections 69.16,
16 69.16A, and 69.16C.

17 3. The task force shall submit its findings and
18 recommendations in a report to the state board of
19 education, the governor, and the general assembly by
20 October 15, 2012.

21 DIVISION VII
22 ASSESSMENTS

23 Sec. 31. Section 256.7, subsection 21, paragraph c,
24 Code Supplement 2011, is amended to read as follows:

25 c. ~~A requirement that all school districts and~~
26 ~~accredited nonpublic schools annually report to the~~
27 ~~department and the local community the district-wide~~
28 ~~progress made in attaining student achievement goals~~
29 ~~on the academic and other core indicators and the~~
30 ~~district-wide progress made in attaining locally~~
31 ~~established student learning goals. The Use by school~~
32 ~~districts and accredited nonpublic schools shall~~
33 ~~demonstrate the use of multiple statewide assessment~~
34 ~~measures identified and approved by the state board in~~
35 ~~determining student achievement levels. The school~~
36 ~~districts and accredited nonpublic schools shall also~~
37 ~~report the number of students who graduate; the number~~
38 ~~of students who drop out of school; the number of~~
39 ~~students who are tested and the percentage of students~~
40 ~~who are so tested annually; and the percentage of~~
41 ~~students who graduated during the prior school year~~
42 ~~and who completed a core curriculum. The board shall~~
43 ~~develop and adopt uniform definitions consistent with~~
44 ~~the federal No Child Left Behind Act of 2001, Pub.~~
45 ~~L. No. 107-110 and any federal regulations adopted~~
46 ~~pursuant to the federal Act. The school districts~~
47 ~~and accredited nonpublic schools may report on other~~
48 ~~locally determined factors influencing student~~
49 ~~achievement. The school districts and accredited~~
50 ~~nonpublic schools shall also report to the local~~

1 community their results by individual attendance
2 center.

3 Sec. 32. Section 256.7, subsection 21, Code
4 Supplement 2011, is amended by adding the following new
5 paragraph:

6 NEW PARAGRAPH. *d.* By July 1, 2014, establishment
7 by the department of an accountability system designed
8 to hold school districts and accredited nonpublic
9 schools accountable for student achievement. The
10 accountability system shall, at a minimum, define
11 and measure student achievement, student growth,
12 student achievement gaps, college and career readiness,
13 student well-being, parent satisfaction, school staff
14 working conditions, school fiscal responsibility, and
15 graduation and attendance rates. The director may at
16 the director's discretion, or shall as directed by
17 the state board, convene a working group to develop
18 recommendations for any of the following:

19 (1) The accountability system established pursuant
20 to this paragraph.

21 (2) Redesigning the accreditation procedures
22 implemented under section 256.11.

23 (3) A compliance monitoring process aligned with
24 the accountability system.

25 (4) Targeting support for school districts
26 identified as needing assistance under the
27 accountability system.

28 (5) Identifying, studying, and commending
29 high-performing districts.

30 (6) Developing strategies to take over the
31 operation of school districts determined pursuant to
32 section 256.11, or under the accountability system,
33 as persistently failing to meet educational system or
34 student achievement standards.

35 Sec. 33. Section 256.7, subsection 26, paragraph
36 a, subparagraph (1), Code Supplement 2011, is amended
37 to read as follows:

38 (1) The rules establishing high school graduation
39 requirements shall authorize a school district
40 or accredited nonpublic school to consider that
41 any student who satisfactorily completes a high
42 school-level unit of English or language arts,
43 mathematics, science, or social studies has
44 satisfactorily completed a unit of the high school
45 graduation requirements for that area as specified
46 in this lettered paragraph, and shall authorize the
47 school district or accredited nonpublic school to
48 issue high school credit for the unit to the student.
49 The rules shall also require administration of the
50 college entrance and career readiness examinations in

1 accordance with section 280.18.

2 Sec. 34. Section 256.7, subsection 26, Code
3 Supplement 2011, is amended by adding the following new
4 paragraph:

5 NEW PARAGRAPH. *d.* Adopt by rule by July 1, 2014,
6 a policy for the incorporation by school districts of
7 end-of-course assessments into the district's high
8 school graduation requirements.

9 Sec. 35. Section 256.7, subsection 28, Code
10 Supplement 2011, is amended to read as follows:

11 28. Adopt a set of core content standards
12 applicable to all students in kindergarten through
13 grade twelve in every school district and accredited
14 nonpublic school. ~~For purposes of this subsection,~~
15 ~~"core content standards" includes reading, mathematics,~~
16 ~~and science. The core content standards shall be~~
17 ~~identical to the core content standards included~~
18 include those established in Iowa's approved 2006
19 standards and assessment system under Tit. I of the
20 federal Elementary and Secondary Education Act of
21 1965, 20 U.S.C. § 6301 et seq., as amended by the
22 federal No Child Left Behind Act of 2001, Pub. L. No.
23 107-110. School districts and accredited nonpublic
24 schools shall include, at a minimum, the core content
25 standards adopted pursuant to this subsection in any
26 set of locally developed content standards. School
27 districts and accredited nonpublic schools are
28 strongly encouraged to set higher expectations in local
29 standards. As changes in federal law or regulation
30 occur, the state board is authorized to amend the core
31 content standards as appropriate.

32 Sec. 36. Section 256.9, Code Supplement 2011, is
33 amended by adding the following new subsection:

34 NEW SUBSECTION. 68. Develop, by July 1, 2014, high
35 school end-of-course assessments for subject areas
36 included under the core content standards.

37 Sec. 37. NEW SECTION. **256.24 Value-added**
38 **assessment system.**

39 1. For purposes of this section, unless the context
40 otherwise requires, "*value-added assessment*" means
41 a method to measure gains in student achievement by
42 conducting a statistical analysis of achievement data
43 that reveals academic growth over time for students and
44 groups of students, such as those in a grade level or
45 in a school.

46 2. A value-added assessment system shall be
47 established and implemented by the department not later
48 than January 31, 2013, to provide for multivariate
49 longitudinal analysis of annual student test scores
50 to determine the influence of a school district's

1 educational program on student academic growth and
2 to guide school district improvement efforts. The
3 department shall select a value-added assessment system
4 provider through a request for proposals process. The
5 system provider selected by the department shall offer
6 a value-added assessment system to calculate annually
7 the academic growth of students, as determined by the
8 director, and tested in accordance with this section.
9 The system provider shall, at a minimum, meet all of
10 the following criteria:

11 a. Use a mixed-model statistical analysis that has
12 the ability to use all achievement test data for each
13 student, including the data for students with missing
14 test scores, that does not adjust downward expectations
15 for student progress based on race, poverty, or
16 gender, and that will provide the best linear unbiased
17 predictions of school or other educational entity
18 effects to minimize the impact of random errors.

19 b. Have the ability to work with test data from
20 a variety of sources, including data that are not
21 vertically scaled, and to provide support for school
22 districts utilizing the system.

23 c. Have the capacity to receive and report results
24 electronically and provide support for districts
25 utilizing the system.

26 3. The system provider shall create a mechanism
27 to collect and evaluate data in a manner that
28 reliably aligns the performance of the teacher
29 with the achievement levels of and progress of the
30 teacher's students. School districts shall report
31 teacher-to-student alignment data to the system
32 provider as directed by the department.

33 4. The system provider shall provide analysis to
34 school districts and to the department of education.
35 The analysis shall include but not be limited to
36 attendance-center-level test results for an assessment
37 aligned with the core content standards in the areas of
38 reading and mathematics and other core academic areas
39 when possible. The analysis shall also include but
40 not be limited to the number of students tested, the
41 number of test results used to compute the averages,
42 the average standard score, and the corresponding
43 grade equivalent-score, as well as measures of student
44 progress. The system provider shall create a chart for
45 each school district.

46 5. A school district shall have complete access to
47 and full utilization of its own value-added assessment
48 reports and charts generated by the system provider at
49 the student level for the purpose of measuring student
50 achievement at different educational entity levels.

1 6. Where student outcomes measures are available,
2 for tested subjects and grades, student outcomes
3 measures shall be considered by the district to
4 validate a teacher's observational evaluation. Student
5 outcomes measures which are a component of a teacher's
6 evaluation are not public records for the purposes of
7 chapter 22.

8 7. Information about student academic growth shall
9 be used by the school district, including school board
10 members, administration, and staff, for defining
11 student and district learning goals and professional
12 development related to student learning goals across
13 the school district. A school district shall submit
14 its academic growth measures in the annual report
15 submitted pursuant to section 256.7, subsection 21,
16 and may reference in the report state level norms for
17 purposes of demonstrating school district performance.

18 8. The department shall use student academic
19 growth data to determine school improvement and
20 technical assistance needs of school districts, and to
21 identify school districts achieving exceptional gains.
22 Beginning January 15, 2013, and by January 15 of each
23 succeeding year, the department shall submit an annual
24 progress report regarding the use of student academic
25 growth information in the school improvement processes
26 to the general assembly and shall publish the progress
27 report on its internet site.

28 9. A school district shall use the value-added
29 assessment system established by the department
30 pursuant to subsection 1 not later than the school year
31 beginning July 1, 2013.

32 Sec. 38. Section 279.60, Code 2011, is amended to
33 read as follows:

34 **279.60 Kindergarten assessment Assessments — access**
35 **to data — reports.**

36 1. a. Each school district shall administer
37 a kindergarten readiness assessment prescribed
38 by the department of education to every resident
39 prekindergarten or four-year-old child whose parent or
40 guardian enrolls the child in the district.

41 b. Each school district shall administer the
42 dynamic indicators of basic early literacy skills
43 kindergarten benchmark assessment or other kindergarten
44 benchmark assessment adopted by the department of
45 education in consultation with the early childhood Iowa
46 state board to every kindergarten student enrolled
47 in the district not later than the date specified in
48 section 257.6, subsection 1. The school district
49 shall also collect information from each parent,
50 guardian, or legal custodian of a kindergarten student

1 enrolled in the district, including but not limited
2 to whether the student attended preschool, factors
3 identified by the early childhood Iowa office pursuant
4 to section 256I.5, and other demographic factors.
5 Each school district shall report the results of the
6 assessment and the preschool information collected to
7 the department of education in the manner prescribed
8 by the department not later than January 1 of that
9 school year. The early childhood Iowa office in the
10 department of management shall have access to the raw
11 data. The department shall review the information
12 submitted pursuant to this section and shall submit its
13 findings and recommendations annually in a report to
14 the governor, the general assembly, the early childhood
15 Iowa state board, and the early childhood Iowa area
16 boards.

17 2. a. Each school district shall administer the
18 Iowa assessments, created by the state university of
19 Iowa, to all students enrolled in grade ten in the
20 school years beginning July 1, 2012, and July 1, 2013.

21 b. This subsection is repealed July 1, 2014.

22 3. By July 1, 2014, each school district shall
23 administer end-of-course assessments developed pursuant
24 to section 256.9, subsection 68, as an integral
25 component of each course of study under the core
26 content standards.

27 **Sec. 39. NEW SECTION. 280.18 Assessment**
28 **requirements.**

29 1. The board of directors of a school district and
30 the authorities in charge of a nonpublic school shall
31 offer to each student enrolled in grade eleven a choice
32 of taking either a college entrance examination or an
33 assessment to assess reading for information, locating
34 information, and applied mathematics.

35 2. a. The cost of the examinations and assessments
36 administered pursuant to subsection 1 shall be paid by
37 the department.

38 b. The costs of a college entrance examination
39 taken by a student in addition to those specified
40 in subsection 1 shall be the responsibility of the
41 student.

42 3. If funds are available to the department for
43 such purpose, the department shall make a preparation
44 program for the college entrance examination available
45 to all students in grade eleven. The department may
46 contract for the necessary assessment services.

47 4. a. The school district or school shall counsel
48 a student whose scores on the college entrance
49 examination administered in grade eleven indicate
50 a high degree of readiness for college to enroll in

1 accelerated courses, with an emphasis on advanced
2 placement and other college-level classes.

3 *b.* The school district or school shall provide
4 intervention strategies for accelerated learning in the
5 following circumstances:

6 (1) To a student whose scores on the career
7 readiness assessments indicate that additional
8 assistance is required in reading for information,
9 locating information, or applied mathematics.

10 (2) To a student whose scores on the college
11 entrance examination administered in grade eleven
12 indicate that additional assistance is required in
13 English, reading, mathematics, and science.

14 5. Accommodations provided by the college entrance
15 examination provider to a student with a disability
16 taking the college entrance examination under
17 subsection 1 shall be provided in the following manner:

18 *a.* In the manner allowed by the college entrance
19 examination provider, when results in test scores
20 are reportable to a postsecondary institution for
21 admissions and placement purposes, except as provided
22 in paragraph "*b*".

23 *b.* In a manner allowed by an individualized
24 education program developed for the student if the
25 student is a student requiring special education under
26 chapter 256B and the student's disability precludes
27 valid assessment of academic ability using the
28 accommodations provided under paragraph "*a*" when the
29 student's scores are not reportable to a postsecondary
30 institution for admissions and placement purposes.

31 6. A student's scores on the examinations
32 administered under subsection 1 shall be recorded by
33 the school district or school in the student's official
34 education record.

35 DIVISION VIII

36 NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

37 AWARDS

38 Sec. 40. Section 256.44, subsection 1, paragraph a,
39 Code 2011, is amended to read as follows:

40 *a.* If a teacher registers for national board
41 for professional teaching standards certification
42 by after December 31, 2007, a one-time initial
43 reimbursement award in the amount of up to one-half
44 of the registration fee paid by the teacher for
45 registration for certification by the national board
46 for professional teaching standards. The teacher shall
47 apply to the department within one year of registration
48 in a manner and according to procedures required
49 by the department, submitting to the department any
50 documentation the department requires. A teacher who

1 receives an initial reimbursement award shall receive
2 a one-time final registration award in the amount of
3 the remaining national board registration fee paid by
4 the teacher if the teacher notifies the department of
5 the teacher's certification achievement and submits any
6 documentation requested by the department.

7 Sec. 41. Section 256.44, subsection 1, paragraph b,
8 subparagraph (1), subparagraph division (b), Code 2011,
9 is amended to read as follows:

10 (b) If the teacher registers for national board for
11 professional teaching standards certification ~~between~~
12 ~~January 1, 1999, and December 31, 2007,~~ and achieves
13 certification within the timelines and policies
14 established by the national board for professional
15 teaching standards, an annual award in the amount
16 of two thousand five hundred dollars upon achieving
17 certification by the national board of professional
18 teaching standards.

19 DIVISION IX

20 EDUCATOR EMPLOYMENT AND PROFESSIONAL DEVELOPMENT 21 MATTERS

22 Sec. 42. Section 256.7, Code Supplement 2011, is
23 amended by adding the following new subsection:

24 NEW SUBSECTION. 32. Adopt rules providing for the
25 establishment of a statewide plan for professional
26 development for practitioners employed in Iowa's school
27 districts. The statewide plan shall be designed to
28 make every reasonable effort to utilize best practices,
29 current technologies, and social media, and shall be
30 implemented by the area education agencies pursuant to
31 section 273.2.

32 Sec. 43. Section 256.9, Code Supplement 2011, is
33 amended by adding the following new subsection:

34 NEW SUBSECTION. 69. Approve, amend and approve,
35 or reject each professional development plan submitted
36 pursuant to section 273.2, in accordance with the
37 rules adopted pursuant to section 256.7, subsection
38 32, providing for the establishment of a statewide
39 professional development plan for practitioners,
40 the services of which a school district may request
41 pursuant to section 273.2.

42 Sec. 44. Section 257.10, subsection 10, paragraph
43 d, Code 2011, is amended to read as follows:

44 d. The use of the funds calculated under this
45 subsection shall comply with the requirements of
46 section 256.7, subsection 32, and chapter 284.

47 Sec. 45. Section 257.37A, subsection 2, paragraph
48 d, Code 2011, is amended to read as follows:

49 d. The use of the funds calculated under this
50 subsection shall comply with requirements of section

1 256.7, subsection 32, and chapter 284.

2 Sec. 46. Section 273.2, Code Supplement 2011, is
3 amended by adding the following new subsection:

4 NEW SUBSECTION. 10. The area education agency
5 boards shall each annually submit to the department
6 of education a plan for a professional development
7 program, to be implemented in the following fiscal
8 year, which combines the professional development
9 priorities of the state board of education, in
10 accordance with section 256.7, subsection 32, with
11 the professional development needs of the schools
12 and school districts in the area. The area education
13 agency board shall provide professional development
14 services under the approved program to local school
15 districts in the area upon request.

16 Sec. 47. Section 284.6, subsection 1, unnumbered
17 paragraph 1, Code Supplement 2011, is amended to read
18 as follows:

19 The department shall ~~coordinate a~~ implement the
20 statewide network of plan for professional development
21 for Iowa teachers practitioners established pursuant to
22 section 256.7, subsection 32. A In addition, a school
23 district or professional development provider that
24 offers a career and professional development program
25 programs in accordance with section 256.9, subsection
26 subsections 46, and 69 shall demonstrate that the
27 program contains programs contain the following:

28 Sec. 48. Section 284.6, Code Supplement 2011, is
29 amended by adding the following new subsection:

30 NEW SUBSECTION. 5A. The director may waive
31 the requirements relating to the development and
32 review of an individual teacher professional
33 development plan for a school district that utilizes
34 a peer review teacher evaluation system in which
35 consulting teachers, in conjunction with school
36 administrators, make formal evaluations of the school
37 district's teachers, including but not limited to each
38 teacher's professional growth and employment status.
39 Notwithstanding section 284.8, subsection 1, if the
40 school district is granted a waiver pursuant to this
41 subsection, the review conducted pursuant to section
42 284.8, subsection 1, shall include a teacher's review
43 conducted utilizing the peer review teacher evaluation
44 system.

45 DIVISION X

46 THIRD GRADE LITERACY

47 Sec. 49. Section 256.7, Code Supplement 2011, is
48 amended by adding the following new subsection:

49 NEW SUBSECTION. 31. By July 1, 2013, adopt by
50 rule guidelines for school district implementation of

1 section 279.68, including but not limited to basic
2 levels of reading proficiency on approved assessments
3 and identification of tools that school districts may
4 use in evaluating and reevaluating any student who may
5 be or who is determined to be deficient in reading,
6 including but not limited to initial assessments and
7 subsequent assessments, alternative assessments,
8 and portfolio reviews. The state board shall adopt
9 standards that provide a reasonable expectation that
10 a student's progress toward reading proficiency under
11 section 279.68 is sufficient to master appropriate
12 grade four level reading skills prior to the student's
13 promotion to grade four.

14 Sec. 50. Section 256.9, subsection 53, paragraph a,
15 Code Supplement 2011, is amended to read as follows:

16 a. Develop and distribute, or approve, in
17 collaboration with the area education agencies, core
18 curriculum technical assistance and implementation
19 strategies that school districts and accredited
20 nonpublic schools shall utilize, including but not
21 limited to the development and delivery of formative
22 and end-of-course model assessments classroom
23 teachers may use to measure student progress on the
24 core curriculum adopted pursuant to section 256.7,
25 subsection 26. The department shall, in collaboration
26 with the advisory group convened in accordance with
27 paragraph "b" and educational assessment providers,
28 identify and make available to school districts
29 end-of-course and additional model end-of-course and
30 additional assessments to align with the expectations
31 included in the Iowa core curriculum. The model
32 assessments shall be suitable to meet the multiple
33 assessment measures requirement specified in section
34 256.7, subsection 21, paragraph "c".

35 Sec. 51. Section 256.9, subsection 53, Code
36 Supplement 2011, is amended by adding the following new
37 paragraphs:

38 NEW PARAGRAPH. c. Identify the scoring levels
39 on approved grade three reading assessments that
40 require the retention of a student pursuant to
41 section 279.68, and develop or identify and approve
42 alternative performance measures for students who are
43 not proficient in reading in accordance with section
44 279.68, subsection 2. Alternative performance measures
45 approved pursuant to this paragraph shall include but
46 not be limited to a demonstration of reading mastery
47 evidenced by portfolios of student work.

48 NEW PARAGRAPH. d. Establish, subject to an
49 appropriation of sufficient funds by the general
50 assembly, an Iowa reading research center to apply

1 current research on literacy to provide for the
2 development and dissemination of all of the following:
3 (1) Promising instructional strategies in reading.
4 (2) Reading assessments.
5 (3) Professional development strategies and
6 materials aligned with current and emerging best
7 practices for the teaching of reading.

8 Sec. 52. Section 256D.2A, Code 2011, is amended to
9 read as follows:

10 **256D.2A Program funding.**

11 For the budget year beginning July 1, 2009, and
12 each succeeding budget year, a school district shall
13 expend funds received pursuant to section 257.10,
14 subsection 11, at the kindergarten through grade
15 three levels to reduce class sizes to the state goal
16 of seventeen students for every one teacher and to
17 achieve a higher level of student success in the
18 basic skills, especially reading; and to establish
19 a reading enhancement and acceleration development
20 initiative pursuant to section 279.68, subsection 3,
21 paragraph "f". In order to support these efforts,
22 school districts shall expend funds received pursuant
23 to section 257.10, subsection 11, as provided in
24 section 279.68, subsection 3, paragraph "f", and may
25 expend funds received pursuant to section 257.10,
26 subsection 11, at the kindergarten through grade
27 three level on programs, instructional support, and
28 materials that include but are not limited to the
29 following: additional licensed instructional staff;
30 additional support for students, such as before and
31 after school programs, tutoring, and intensive summer
32 programs; the acquisition and administration of
33 diagnostic reading assessments; the implementation of
34 research-based instructional intervention programs for
35 students needing additional support; the implementation
36 of all-day, everyday kindergarten programs; and
37 the provision of classroom teachers with intensive
38 training programs to improve reading instruction and
39 professional development in best practices including
40 but not limited to training programs related to
41 instruction to increase students' phonemic awareness,
42 reading abilities, and comprehension skills.

43 Sec. 53. **NEW SECTION. 279.68 Student progression**
44 **and retention — remedial instruction — reporting**
45 **requirements.**

46 1. *Reading deficiency and parental notification.*

47 a. A school district shall immediately provide
48 intensive reading instruction to any student who
49 exhibits a substantial deficiency in reading based
50 upon teacher observations or upon assessments

1 approved pursuant to section 256.7, subsection 31, and
2 administered in kindergarten or grade one, grade two,
3 or grade three. The student's reading proficiency
4 shall be reassessed by assessments approved pursuant
5 to section 256.7, subsection 31. The student shall
6 continue to be provided with intensive reading
7 instruction until the reading deficiency is remedied.

8 **b.** The parent or guardian of any student in
9 kindergarten through grade three who exhibits a
10 substantial deficiency in reading, as described in
11 paragraph "a", shall be notified at least annually in
12 writing of the following:

13 (1) That the child has been identified as having a
14 substantial deficiency in reading.

15 (2) A description of the services currently
16 provided to the child.

17 (3) A description of the proposed supplemental
18 instructional services and supports that the school
19 district will provide to the child that are designed to
20 remediate the identified area of reading deficiency.

21 (4) That if the child's reading deficiency is not
22 remediated by the end of grade three, the child shall
23 be retained unless the child is exempt from mandatory
24 retention for good cause pursuant to subsection 2,
25 paragraph "b". If the child is ineligible for a good
26 cause exemption, the notification shall state why the
27 child is ineligible.

28 (5) Strategies for parents and guardians to use
29 in helping the child succeed in reading proficiency,
30 including but not limited to the promotion of
31 parent-guided home reading.

32 (6) That the assessment used pursuant to section
33 256.9, subsection 53, is not the sole determiner of
34 promotion and that additional evaluations, portfolio
35 reviews, performance measures, and assessments are
36 available to the child to assist parents and the school
37 district in knowing when a child is reading at or above
38 grade level and ready for grade promotion.

39 (7) The district's specific criteria and policies
40 for midyear promotion. For purposes of this section,
41 "*midyear promotion*" means promotion to the next grade
42 level of a retained student at any time during the year
43 of retention once the student has demonstrated the
44 ability to read at grade level.

45 **c.** If the student's reading deficiency, as
46 identified in paragraph "a", is not remedied by the
47 end of grade three, as demonstrated by scoring on an
48 assessment approved by the department pursuant to
49 section 256.9, subsection 53, the student shall be
50 retained in grade three.

1 2. *Good cause exemption.*

2 a. The school district shall only exempt students
3 from mandatory retention, as provided in subsection 1,
4 paragraph "c", for good cause. Good cause exemptions
5 shall be limited to the following:

6 (1) Limited English proficient students who have
7 had less than two years of instruction in an English as
8 a second language program.

9 (2) Students requiring special education whose
10 individualized education program indicates that
11 participation in the assessment approved pursuant to
12 section 256.9, subsection 53, is not appropriate,
13 consistent with the requirements of rules adopted by
14 the state board of education for the administration of
15 chapter 256B.

16 (3) Students who demonstrate an acceptable level
17 of performance on an alternative performance measure
18 approved by the director of the department of education
19 pursuant to section 256.9, subsection 53.

20 (4) Students who demonstrate mastery through
21 a student portfolio under alternative performance
22 measures approved pursuant to section 256.9, subsection
23 53.

24 (5) Students who have received intensive
25 remediation in reading for two or more years but
26 still demonstrate a deficiency in reading and who were
27 previously retained in kindergarten, grade one, grade
28 two, or grade three. Intensive reading instruction
29 for students so promoted must include an altered
30 instructional day that includes specialized diagnostic
31 information and specific reading strategies for each
32 student. The school district shall assist attendance
33 centers and teachers to implement reading strategies
34 that research has shown to be successful in improving
35 reading among low-performing readers.

36 b. Requests for good cause exemptions from the
37 mandatory retention requirement for students as
38 described in paragraph "a", subparagraphs (3) and (4),
39 shall be made consistent with the following:

40 (1) Documentation shall be submitted from the
41 student's teacher to the school principal that
42 indicates that the promotion of the student is
43 appropriate and is based upon the student's academic
44 record. Such documentation shall include but not be
45 limited to the individualized education program, if
46 applicable, report card, or student portfolio.

47 (2) The school principal shall review and discuss
48 the recommendation submitted pursuant to subparagraph
49 (1) with the teacher and the school principal shall
50 determine whether the student should be promoted

1 or retained. If the principal determines that the
2 student should be retained, the principal shall notify
3 the student's teacher and parent or guardian of the
4 decision in writing and the student shall be ineligible
5 for the good cause exemption from mandatory retention.

6 (3) If the school principal determines that the
7 student should be promoted, the school principal
8 shall make such recommendation in writing to the
9 district school superintendent. The district school
10 superintendent shall accept or reject the school
11 principal's recommendation and shall notify the school
12 principal and the student's teacher and parent or
13 guardian of the school superintendent's decision in
14 writing. If the school superintendent determines
15 that the student should be retained, the student
16 shall be ineligible for the good cause exemption from
17 mandatory retention. The parent or guardian of the
18 student may appeal the superintendent's decision to
19 the board of directors of the school district. If the
20 superintendent's decision is affirmed by the school
21 board, the decision is final and is not subject to
22 appeal under section 290.1.

23 c. This section does not preclude the parent or
24 guardian of a student with a reading deficiency from
25 requesting that the student be retained at grade level.

26 3. *Successful progression for retained readers.* A
27 school district shall do all of the following:

28 a. Conduct a review, within one week following
29 the last instructional day of the school calendar,
30 of student progress for any student retained under
31 subsection 1, paragraph "c", who did not meet the
32 criteria for one of the good cause exemptions in
33 subsection 2, paragraph "a". The review shall address
34 additional supports and services, as described in
35 subparagraph (2), needed to remediate the identified
36 areas of reading deficiency. The school district shall
37 require a student portfolio to be completed for each
38 such student.

39 b. Provide students who are retained under
40 subsection 1, paragraph "c", with intensive
41 instructional services and supports, free of charge, to
42 remediate the identified areas of reading deficiency,
43 including a minimum of a daily ninety-minute block of
44 scientific-research-based reading instruction and other
45 strategies prescribed by the school district which may
46 include but are not limited to the following:

- 47 (1) Small group instruction.
- 48 (2) Reduced teacher-student ratios.
- 49 (3) More frequent progress monitoring.
- 50 (4) Tutoring or mentoring.

1 (5) Transition classes containing students in
2 grades three and four.
3 (6) Extended school day, week, or year.
4 (7) Summer reading programs.
5 c. At regular intervals, apprise the parent or
6 guardian of academic and other progress being made
7 by the student and give the parent or guardian other
8 useful information.
9 d. Implement a policy for the midyear promotion of
10 any student retained under subsection 1, paragraph "c",
11 who can demonstrate that the student is a successful
12 and independent reader, reading at or above grade
13 level, and ready to be promoted to grade four. Tools
14 that school districts may use in reevaluating any
15 student retained may include subsequent assessments,
16 alternative assessments, and portfolio reviews,
17 identified by rule pursuant to section 256.7,
18 subsection 31. Students promoted during the school
19 year after November 1 shall demonstrate proficiency
20 pursuant to guidelines adopted by rule pursuant to
21 section 256.7, subsection 31.
22 e. In addition to required reading enhancement and
23 acceleration strategies, provide parents of students
24 who are retained under subsection 1, paragraph "c",
25 with a plan outlined in a parental contract, including
26 participation in regular parent-guided home reading.
27 f. Establish, using funds received pursuant to
28 section 257.10, subsection 11, a reading enhancement
29 and acceleration development initiative designed to
30 prevent the retention of grade three students and
31 to offer intensive accelerated reading instruction
32 to grade three students who fail to meet standards
33 for promotion to grade four and to each kindergarten
34 through grade three student who is assessed as
35 exhibiting a reading deficiency. The initiative shall
36 comply with all of the following criteria:
37 (1) Be provided to all kindergarten through
38 grade three students at risk of retention under this
39 section. The assessment initiative shall measure
40 phonemic awareness, phonics, fluency, vocabulary, and
41 comprehension.
42 (2) Be provided during regular school hours in
43 addition to the regular reading instruction.
44 (3) Provide a reading curriculum that meets
45 guidelines adopted pursuant to section 256.7,
46 subsection 31, and at a minimum has the following
47 specifications:
48 (a) Assists students assessed as exhibiting a
49 reading deficiency in developing the ability to read
50 at grade level.

1 (b) Provides skill development in phonemic
2 awareness, phonics, fluency, vocabulary, and
3 comprehension.
4 (c) Includes a scientifically based and reliable
5 assessment.
6 (d) Provides initial and ongoing analysis of each
7 student's reading progress.
8 (e) Is implemented during regular school hours.
9 (f) Provides a curriculum in core academic subjects
10 to assist the student in maintaining or meeting
11 proficiency levels for the appropriate grade in all
12 academic subjects.
13 g. Report to the department of education the
14 specific intensive reading interventions and supports
15 implemented by the school district pursuant to this
16 section. The department shall annually prescribe the
17 components of required or requested reports, including
18 but not limited to a report on the number of students
19 retained under this section.
20 h. Provide a student who has been retained in grade
21 three and who has received intensive instructional
22 services but is still not ready for grade promotion,
23 as determined by the school district, the option of
24 being placed in a transitional instructional setting.
25 Such setting shall specifically be designed to
26 produce learning gains sufficient to meet grade four
27 performance standards while continuing to remediate the
28 areas of reading deficiency.
29 4. Notwithstanding subsection 1, paragraph "b",
30 subparagraph (4), or any other provision of law to
31 the contrary, a school district shall not be required
32 to retain a student in grade three who exhibits a
33 substantial deficiency in reading in accordance with
34 this section until the school year beginning July 1,
35 2016. This subsection is repealed July 1, 2016.

36 DIVISION XI

37 HOME RULE AUTHORITY

38 Sec. 54. NEW SECTION. 274.3 Exercise of powers —
39 construction.

40 1. The board of directors of a school district
41 shall operate, control, and supervise all public
42 schools located within its district boundaries and may
43 exercise any broad and implied power related to the
44 operation, control, and supervision of those public
45 schools except as expressly prohibited or prescribed by
46 the Constitution of the State of Iowa or by statute.

47 2. Notwithstanding subsection 1, the board of
48 directors of a school district shall not have power to
49 levy any tax unless expressly authorized by the general
50 assembly.

1 3. This section shall not apply to a research and
2 development school as defined in section 256G.2 or to
3 a laboratory school as defined in section 265.1. The
4 board of directors of a school district in which such a
5 research and development school or laboratory school
6 is located shall not exercise over such a school any
7 powers granted to the board by subsection 1.

8 4. This chapter, chapter 257 and chapters 275
9 through 301, and other statutes relating to the
10 boards of directors of school districts and to school
11 districts shall be liberally construed to effectuate
12 the purposes of subsection 1.

13 DIVISION XII

14 ONLINE LEARNING INTERIM STUDY

15 Sec. 55. ONLINE LEARNING — INTERIM STUDY. The
16 legislative council is requested to establish an
17 interim study committee relating to online learning
18 and programming for school districts and related
19 educational issues. The objective of the study shall
20 be to review the appropriate use of online learning by
21 school districts, the appropriate levels and sources
22 of funding for online learning, partnerships between
23 school districts and private providers of online
24 programs, and the potential use of online learning as
25 the exclusive means to provide coursework required
26 under the state's educational standards. The study
27 shall identify opportunities between interested
28 agencies and entities involved in or potentially
29 involved in online learning activities, including
30 but not limited to K-12 schools, area education
31 agencies, institutions of higher learning, the
32 public broadcasting division of the department of
33 education, the department of education, and the Iowa
34 communications network. The committee is directed to
35 submit its findings and recommendations in a report to
36 the general assembly by December 14, 2012.

37 DIVISION XIII

38 ADVANCED PLACEMENT PERFORMANCE FUNDING

39 Sec. 56. NEW SECTION. **257.16B Advanced placement**
40 **performance funding.**

41 1. For budget years beginning on or after July
42 1, 2014, the department of management shall allocate
43 from amounts appropriated by the general assembly to
44 the department and from other moneys available to and
45 obtained or accepted by the department for providing
46 advanced placement performance funding for school
47 districts as provided in this section.

48 2. a. Each school district shall receive an amount
49 equal to the school district's total number of advanced
50 placement students divided by the total number of

1 advanced placement students in the state, and then
2 multiplied by the amount of moneys available to provide
3 advanced placement performance funding for the budget
4 year under subsection 1. The department of education
5 shall certify to the department of management the total
6 number of advanced placement students enrolled in each
7 school district.

8 *b.* The department of management shall on or before
9 July 1 of the budget year notify each school district
10 of the amount of advanced placement performance funding
11 under this section.

12 *c.* Payments made to school districts under this
13 section are miscellaneous income and may be used for
14 any school district general fund purpose.

15 3. For purposes of this section, "*advanced placement*
16 *student*" means a student who was enrolled in the
17 school district during the school year preceding the
18 base year, who was enrolled in one or more advanced
19 placement courses during such school year as provided
20 under section 261E.4, and who also achieved a score
21 on the advanced placement examination for at least
22 one such course of three or higher on the advanced
23 placement five-point scale.

24 4. The state board of education shall adopt rules
25 under chapter 17A necessary to implement this section,
26 including rules that prescribe all necessary reporting
27 requirements for school districts.

28 DIVISION XIV

29 PROFESSIONAL SERVICE AND GUIDANCE COUNSELORS

30 Sec. 57. Section 256.9, Code Supplement 2011, is
31 amended by adding the following new subsection:

32 NEW SUBSECTION. 65. *a.* Collaborate with, at
33 a minimum, the board of educational examiners; the
34 Iowa association of community college trustees; the
35 association of Iowa area education agencies; the Iowa
36 school counselor association; the economic development
37 authority; the department of workforce development;
38 the governor's science, technology, engineering, and
39 mathematics advisory council; and students recommended
40 by the Iowa jobs for America's graduates program; or
41 successor entities, to develop standards and procedures
42 for the approval of professional service and secondary
43 guidance counselor preparation and professional
44 development programs that, upon approval by the
45 department, accredited postsecondary institutions which
46 grant postgraduate degrees may offer to persons seeking
47 authorization by the board of educational examiners
48 to serve as secondary school guidance counselors or
49 to provide professional services in Iowa schools.
50 A collaboration as specified in this subsection

1 shall include representation from any stakeholder
2 organization willing to assist the department in
3 meeting the requirements of this subsection.

4 *b.* Community colleges, the economic development
5 authority, and the department of workforce development
6 shall consult and coordinate with employment and
7 workplace stakeholders in assisting the director in
8 developing standards and procedures for the approval of
9 programs pursuant to this subsection.

10 *c.* Accredited postsecondary institutions that offer
11 programs approved pursuant to this subsection shall
12 coordinate with community colleges to ensure that
13 the professional development programs approved under
14 this subsection are offered throughout the state at
15 convenient times.

16 *d.* The requirements for coursework and programs
17 approved pursuant to this subsection shall include but
18 not be limited to the following:

19 (1) Provision of information regarding career
20 exploration, planning, and development assistance;
21 and opportunities available to Iowa's students from
22 targeted industries as defined in section 15.411,
23 subsection 1, as well as industries requiring skilled
24 workers with educational backgrounds in science,
25 technology, engineering, or mathematics.

26 (2) Elements to encourage the involvement of
27 parents in career exploration and planning with their
28 children.

29 (3) Elements to encourage the involvement of
30 elementary counselors in career exploration and
31 planning with their students.

32 (4) One semester credit or the equivalent
33 issued by a community college or other accredited
34 postsecondary institution in Iowa for coursework
35 or professional development in career exploration,
36 career education, and career planning. If offered by
37 a community college, the coursework shall be offered
38 at the resident tuition rate set pursuant to section
39 260C.14, subsection 2, to students enrolled in approved
40 professional service and guidance counselor preparation
41 programs and to persons renewing their professional
42 service or secondary guidance counselor licenses or
43 endorsements pursuant to section 272.9B. If a community
44 college fails to offer coursework or professional
45 development in career exploration, career education,
46 and career planning by July 1, 2013, the provisions
47 of section 272.9B shall not apply to an applicant
48 described in that section who resides within the
49 boundaries of the community college and who is employed
50 by an Iowa school as a secondary guidance counselor,

1 until July 1, 2014, or until twelve months following
2 the date upon which the coursework is made available by
3 the community college, whichever is later.

4 e. The director shall establish an application and
5 review process for approval of programs developed and
6 implemented pursuant to this subsection.

7 f. For purposes of this subsection, "professional
8 service" refers to preparation and professional
9 development programs for, and licensure and endorsement
10 of, persons who are authorized under chapter 272 to
11 provide services in Iowa schools as a school counselor.

12 g. This subsection shall not be construed to
13 require that an accredited postsecondary institution
14 offering a major course of study related to the
15 relevant coursework offered in programs approved
16 pursuant to this subsection establish additional credit
17 requirements to graduate or achieve certification from
18 the institution in the related major course of study
19 from the institution. However, only coursework and
20 programs that meet the requirements established by the
21 director in accordance with this subsection shall be
22 approved by the director.

23 Sec. 58. NEW SECTION. **272.9B Professional service
24 and guidance counselor licenses.**

25 Beginning July 1, 2014, except as provided in
26 section 256.9, subsection 65, paragraph "d", the board
27 shall require applicants for professional service and
28 secondary guidance counselor licenses and endorsements,
29 and for the renewal of such licenses and endorsements,
30 to have successfully completed a professional service
31 or secondary guidance counselor preparation program
32 or professional development program, as appropriate,
33 approved in accordance with section 256.9, subsection
34 65.

35 Sec. 59. Section 279.61, Code 2011, is amended by
36 adding the following new subsection:

37 NEW SUBSECTION. 3. Beginning July 1, 2015, except
38 as otherwise provided in section 256.9, subsection 65,
39 paragraph "d", career and academic guidance counseling
40 services shall be provided by the board of directors
41 of a school district to students enrolled in grades
42 nine through twelve only by persons issued professional
43 service or secondary guidance counselor licenses or
44 endorsements pursuant to section 272.9B, or who hold
45 a license issued by the board and meet the renewal
46 requirements for a license pursuant to section 272.9B.

47 **DIVISION XV**

48 **TRAINING, PREPARATION AND LICENSURE PROVISIONS**

49 Sec. 60. Section 256.7, subsection 30, Code
50 Supplement 2011, is amended to read as follows:

1 30. Set standards and procedures for the approval
2 of training programs for individuals who seek an
3 authorization issued by the board of educational
4 examiners for employment the following:

5 a. Employment as a school business official
6 responsible for the financial operations of a school
7 district.

8 b. Employment as a school administration manager
9 responsible for assisting a school principal in
10 performing noninstructional duties.

11 Sec. 61. Section 256.16, subsection 1, Code 2011,
12 is amended by striking the subsection and inserting in
13 lieu thereof the following:

14 1. Pursuant to section 256.7, subsection 5, the
15 state board shall adopt rules requiring all higher
16 education institutions providing approved practitioner
17 preparation programs to do the following:

18 a. (1) Administer a basic skills test, which
19 has been approved by the director, to practitioner
20 preparation program admission candidates. Candidates
21 who do not successfully pass the test with a score
22 above the twenty-fifth percentile nationally shall be
23 denied admission to the program.

24 (2) A student shall not successfully complete the
25 program unless the student achieves scores above the
26 twenty-fifth percentile nationally on an assessment
27 approved by the director in pedagogy and at least one
28 content area, or on a valid and reliable subject-area
29 specific, performance-based assessment for preservice
30 teacher candidates, centered on student learning.

31 b. Include preparation in reading programs and
32 integrate reading strategies into content area methods
33 coursework.

34 c. Include in the professional education program,
35 preparation that contributes to the education of
36 students with disabilities and students who are
37 gifted and talented, and preparation in classroom
38 management addressing high-risk behaviors including
39 but not limited to behaviors related to substance
40 abuse. Preparation required under this paragraph must
41 be successfully completed before graduation from the
42 practitioner preparation program.

43 Sec. 62. Section 272.1, Code 2011, is amended by
44 adding the following new subsection:

45 NEW SUBSECTION. 11A. "School administration
46 manager" means a person who is authorized to assist
47 a school principal in performing noninstructional
48 administrative duties.

49 Sec. 63. Section 272.2, subsection 13, Code
50 Supplement 2011, is amended to read as follows:

1 13. ~~Adopt rules to provide for nontraditional~~
2 ~~preparation options for licensing persons who hold~~
3 ~~a bachelor's degree from an accredited college or~~
4 ~~university, who do not meet other requirements for~~
5 licensure establish alternative licensure pathways for
6 an initial teacher license and an initial administrator
7 license and endorsement pursuant to section 272.16.
8 The rules shall prescribe standards and procedures
9 for the approval of alternative principal licensing
10 programs which may be offered in this state by
11 designated agencies located within or outside this
12 state. Procedures provided for approval of alternative
13 principal licensing programs shall include procedures
14 for enforcement of the prescribed standards.

15 Sec. 64. NEW SECTION. 272.16 Alternative licensure
16 and endorsement.

17 1. The board shall establish alternative licensure
18 pathways for an initial teacher license and an initial
19 administrator license and endorsement.

20 2. The alternative pathway for an initial teacher
21 license shall include all of the following components:

22 a. A requirement that the applicant for the
23 alternative pathway to an initial teacher license meet
24 all of the following criteria:

25 (1) Hold, at a minimum, a bachelor's degree from
26 a regionally accredited postsecondary institution and
27 twenty-four postsecondary credit hours in the content
28 area to be taught at the licensure level sought by the
29 applicant; or, in order to teach a foreign language,
30 the applicant shall hold at least a bachelor's degree
31 and be a native speaker of the language to be taught.

32 (2) Have successfully passed a background check
33 conducted in accordance with section 272.2, subsection
34 17.

35 (3) Have at least three recent consecutive years of
36 successful, relevant work experience.

37 (4) Have successfully passed a basic skills test,
38 approved by the director, for acceptance. An applicant
39 utilizing the alternative pathway to an initial teacher
40 license shall not be issued such a license unless
41 the student achieves scores above the twenty-fifth
42 percentile nationally on an examination approved by the
43 board for knowledge of pedagogies and in at least one
44 content area.

45 b. A requirement that the person issued an initial
46 teacher license pursuant to this subsection shall,
47 during the person's first three years of teaching,
48 successfully complete a beginning teacher mentoring and
49 induction program pursuant to section 284.5, and shall
50 successfully complete eighteen postsecondary credit

1 hours of pedagogy coursework before the person may be
2 issued a license beyond the initial license.

3 3. The alternative pathway for an initial
4 administrator license shall include all of the
5 following components:

6 a. A requirement that the applicant for the
7 alternative pathway to an initial administrator license
8 meet all of the following criteria:

9 (1) Hold, at a minimum, a bachelor's degree from a
10 regionally accredited postsecondary institution.

11 (2) Have successfully passed a background check
12 conducted in accordance with section 272.2, subsection
13 17.

14 b. A requirement that a person who is issued an
15 initial administrator license through the alternative
16 pathway specified by this subsection may be employed by
17 a school district or accredited nonpublic school and,
18 for the first consecutive three years of employment
19 as a building principal, shall be supervised and
20 mentored by a person who holds a valid professional
21 administrator license.

22 4. A person with at least five recent years of
23 successful experience as a professional educator, and
24 who is enrolled in an alternative principal licensing
25 program approved by the board, may qualify for an
26 initial administrator license.

27 5. A person with at least five recent years of
28 successful management experience in business; industry;
29 local, state, or federal government; or the military
30 service of the United States, and who has successfully
31 completed an alternative principal licensing program
32 approved by the board, may qualify for an initial
33 administrator license.

34 6. a. The alternative pathway for an initial
35 administrator endorsement for school superintendents
36 and area education agency administrators shall require
37 an applicant to meet all of the following criteria:

38 (1) Hold, at a minimum, a bachelor's degree from a
39 regionally accredited postsecondary institution.

40 (2) Have successfully passed a background check
41 conducted in accordance with section 272.2, subsection
42 17.

43 (3) Have at least five recent years of successful,
44 relevant experience as a professional educator or
45 management experience in business; industry; local,
46 state, or federal government; or the military service
47 of the United States.

48 b. A person issued an initial administrator
49 endorsement for superintendents or area education
50 agency administrators under this subsection shall

1 successfully complete a beginning mentoring and
2 induction program with a mentor who is a superintendent
3 or area education agency administrator, as appropriate.

4 c. A person issued an initial administrator
5 endorsement for superintendents or area education
6 agency administrators pursuant to this subsection,
7 who successfully completes three years of experience
8 as a superintendent or area education agency
9 administrator, may be issued a license beyond the
10 initial administrator endorsement.

11 7. Upon application, a person who holds an initial
12 administrator license issued pursuant to subsection 3,
13 and who has three years of successful experience as a
14 principal, shall be issued a professional administrator
15 license.

16 Sec. 65. Section 272.25, subsection 1, Code 2011,
17 is amended to read as follows:

18 1. A requirement that each student admitted to
19 an approved practitioner preparation program must
20 participate in field experiences that include both
21 observation and participation in teaching activities in
22 a variety of school settings. These field experiences
23 shall comprise a total of at least fifty hours in
24 duration, at least ten hours of which shall occur prior
25 to a student's acceptance in an approved practitioner
26 preparation program. The student teaching experience
27 shall be a minimum of ~~twelve~~ fifteen weeks in duration
28 during the student's final year of the practitioner
29 preparation program.

30 Sec. 66. Section 272.31, Code 2011, is amended by
31 adding the following new subsection:

32 NEW SUBSECTION. 2A. The board shall issue a school
33 administration manager authorization to an individual
34 who successfully completes a training program that
35 meets the standards set by the state board pursuant to
36 section 256.7, subsection 30, and who complies with
37 rules adopted by the state board pursuant to subsection
38 3.

39 DIVISION XVI

40 KINDERGARTEN REQUIREMENT

41 Sec. 67. Section 299.1A, Code 2011, is amended to
42 read as follows:

43 **299.1A Compulsory attendance age.**

44 1. A Except as provided in subsection 2, a
45 child who has reached the age of six and is under
46 sixteen years of age by September 15 is of compulsory
47 attendance age. However, if a child enrolled in a
48 school district or accredited nonpublic school reaches
49 the age of sixteen on or after September 15, the child
50 remains of compulsory age until the end of the regular

1 school calendar.

2 2. A child who has reached the age of five by
3 September 15 and who is enrolled in a school district
4 shall be considered to be of compulsory attendance age
5 unless the parent or guardian of the child notifies
6 the school district in writing of the parent's or
7 guardian's intent to remove the child from enrollment
8 in the school district.

9 DIVISION XVII

10 STATE MANDATE

11 Sec. 68. STATE MANDATE FUNDING SPECIFIED. In
12 accordance with section 25B.2, subsection 3, the state
13 cost of requiring compliance with any state mandate
14 included in this Act shall be paid by a school district
15 from state school foundation aid received by the school
16 district under section 257.16. This specification
17 of the payment of the state cost shall be deemed to
18 meet all of the state funding-related requirements of
19 section 25B.2, subsection 3, and no additional state
20 funding shall be necessary for the full implementation
21 of this Act by and enforcement of this Act against all
22 affected school districts.>

23 2. Title page, line 4, before <school> by inserting
24 <the department of management,>

25 3. By renumbering as necessary.

COMMITTEE ON EDUCATION

FORRISTALL of Pottawattamie, Chairperson